

## Teacher's Innovative Behavior: A Qualitative Perspective on Determinants, Processes, Problems and Solving Strategies

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### Abstract

The exploration of TnL innovation practices among Arabic Language Primary School Innovative Teachers (ALPSIT) require the field of teaching and learning innovation to be studied in terms of several aspects: determinant factors, processes, problems and strategies. This study used a qualitative approach with the design of multisite single case study. A total of three study participants among Arabic language primary school teachers who were involved in implementing innovation were selected. The data of this study has been collected through semi-structured in-depth interviews, document analysis and audio-visual materials. The findings indicate that the practice of innovation in second language acquisition is driven by the strength of the teacher's self-factor, particularly the elements of desire and willpower to innovate and have specific goals towards the subjects of Arabic language. Student factors and religious factors also play a role as determinant factors besides organizational and external factors toward teacher's innovative behaviour. In conclusion, there are four phases of innovation formulated from teacher practices studied namely First Phase: Innovation Planning, Second Phase: Development of Innovation, Third Phase: Application of Innovation for TnL Purposes and Fourth Phase: Dissemination of Innovation. This study also suggested that INOVaTIIF measures to be as series of action processes to be used as a guideline for teacher innovation practices. The self-enhancing aspect, organization, subject and technical aspects is needed to overcome the problems faced in innovation so that the development of teacher professionalism can be sustained through continuous teaching and learning innovation.

**Keywords:** Teaching and learning innovation, innovative teachers, teacher's innovative behavior, Arabic language education, teacher professionalism development.

### 1. Introduction

In the field of education, the term innovation is used to express the efforts to improve the practices in education. Innovations that occur in the education world are changes introduced and implemented to ensure system improvement, curriculum or management in educational organizations as well as improvements in teaching and learning practices to the expected level (**Darji 2015**). Thus, innovation in teaching and learning practices means experimenting and changing pedagogical practices,

curriculum approach, method of assessment of pupils as well as professional collaboration practices to a new and better one (**Darji 2015; Ellison 2009**). Through the Malaysian Educational Development Plan 2013-2025, the government intends to foster creative and innovative thinking amongst each pupil until they are able to innovate, generate new possibilities, and create new ideas or knowledge (**Malaysian of Education Malaysia 2013**). On that basis, teachers should use knowledge of subject content, teaching and learning, as well as technology to facilitate learning experiences, apply creativity, and innovation in face-to-face interaction and virtual environment with pupils. To ensure the effectiveness of teaching and learning (TnL), teachers as key elements must instill innovation in practice.

## **2. Significance of The Study**

Innovative teachers as innovation generators are agents that ensure the success of the implementation of innovation in teaching and learning, thus becoming the main driver in realizing the transformation in education. This is because innovative teachers are able to customize new instructive models and enrich new teaching and learning models in the national curriculum more effectively into the TnL process in the classroom by prompting new ideas or innovation products. This is in line with the manifestation of innovative teacher given by the Innovative Teacher Awards Committee, Ministry of Education Malaysia as a teacher who can produce innovations or improvements to existing materials, methods, strategies etc. to enhance the effectiveness of teaching and learning processes. In fact, innovative teachers are also expected to be national curriculum translators into the teaching and learning process practically (**AGI 2018**).

The important role that innovative teachers play not only in ensuring the success of teaching and learning implementations, even encouraging and training pupils to be creative and innovative people as the government desires in educational policies through teacher teaching imitation (**Zakaria 2014; Randi 1996**). Thus, innovative teachers are able to be the best examples of their pupils because significantly, pupils absorb the teacher's teaching approach and orientation in their learning approaches (**Holdsworth & Maynes 2017; Emo 2015; Gablinske 2014; Davies 2013**). The challenges of the new millennium demand that the education system always be up to date to deal with the demands of timing changes. Therefore, innovative teachers as innovation generators are needed because the teacher group of this category is able to adapt to any current situation as well as being able to modify their teaching approaches and techniques in line with the passage of time.

The need for innovative teachers is also taking place in the second language acquisition, which is meant in the context of this study is the Arabic language. However, the number of innovative teachers is still lacking among Arabic language teachers in Malaysia. A survey study on the involvement of primary school Arabic teachers in innovation studies and action studies for the purpose of improving teaching practices found only 22% of the 109 samples studied had produced innovations (**Tukimin et al., 2019**). Most Arabic language teachers are innovation adopters and are not yet able to create and generate innovation especially innovations that require high technological skills and knowledge (**Majid & Ismail 2018**). Several studies have shown that the teaching methods of most Arabic language teachers are unable to collude the use of innovative teaching materials especially those based on technology in teaching and learning in the classroom (**Ramli 2017; Hat et al., 2014; Ismail 2008;**

**Tamuri et al., 2004**). In fact, the use of teaching and learning aids among Arabic teachers was found to be at a moderate level (**Ishak 2012; Noh 2009**) and low level (**Hat et al., 2014; Jasmi 2010**).

### **3.Review of Related Studies**

Based on the findings of previous studies, the problem of lack of teacher involvement especially Arabic language teachers in TnL innovation activities is due to the motivational obstacle factors, lack of knowledge on how to implement TnL innovation and innovation processes, lack of knowledge resources and innovation ideas as well as other problem factors and obstacles such as lacking skills in problem-solving strategies (**Klaeijssen et al., 2018; Aldrich 2017; Ilias et al., 2016; Kadir et al., 2014; Som 2011; Hanit & Daud 2010**). Innovation efforts are not too easy (**Stam et al., 2014; Jones 2002**) and definitely requires certain catalyst factors that can stimulate and give strength in innovation (**Hammond et al., 2011**). Several models and theories related to innovative behaviors found that the teacher's personality factor itself became a strong push point to innovation efforts as well as organizational and environmental support (**Klaeijssen et al., 2018; Thurlings 2015; Mohr 1969; Scott & Bruce 1994**). There are also studies that stated that demographic factors were also contributors to determinant factor of innovation among innovative teachers (**Thurlings 2015**). Therefore, more specific and in-depth studies should be implemented with a focus on the factors of propulsion that gives a boost to innovate and support innovative practices among teachers especially Arabic language innovative teachers specifically related to the development of this second language in primary schools which are the subject of this study.

Innovation is also seen as a process of not the creation of something new alone (**Ishak et al., 2015; Vuong & Napier 2014; Randi & Corno 1997**). Hence, the TnL innovation process implemented by the Arabic Language Primary School Innovative Teachers (ALPSIT) should also be explored. Based on several theories submitted by scholars, the innovation process consists of The Idea Generation Phase, Development Phase, Implementation Phase and Diffusion of Innovation Phase (**Rogers 2010; Antonites 2003; Couger 1995; Cumming 1998; Davis et al., 1982; Utterback 1970**). Exploration of the innovation process performed by the Arabic Language Primary School Innovative Teachers (ALPSIT) especially for the purpose of TnL application is necessary, to understand the ways of innovation is implemented for each phase. Similarly, innovative teachers as innovation generators do not miss out on various challenges and obstacles in innovation (**Aldrich 2017; Thurlings 2015; Noh et al., 2013; Hammond et al., 2011; Som 2011; Tu'aymah 2009; Drent & Meelissen 2008**). Some of the problems identified as innovation obstacles through the construction of products either abstract or concrete in accordance with the TnL in the classroom are the lack of resource that can be used in schools to help these noble efforts (**Unggang 2008**).

Also contributing to innovation obstacles are big cost requirement, time frame and more energy focus (**Jasmi et al., 2011**), time constraints to spend the syllabus on teaching, lack of technology skills, poor school support factors in providing skills training instead of expecting teachers' own initiatives to supplement their own knowledge and confidence (**Mahamod 2011; Tu'aymah 2009**) as well as the negative influence of colleagues (**Baer 2010; Othman & Baki 2008; Janssen 2003; Pugh & Zhao 2003**). Strategies to overcome innovation problems can be done at both organizational and individual levels (**Nadelson 2016; Taat 2012; Storey 2000**). At the individual level, innovative teachers certainly have their own strategies to overcome the challenges faced and need to be explored in-depth. Among

them, the practice of knowledge culture, collaboration in innovation and strengthening of self-belief (Taat 2012; Marzuki & Som 1999; Storey 2000). The combination of four aspects, namely the determinant of innovation factors, innovation processes, challenges, and problems in innovation as well as innovation problem solving strategies will be the focus of this study to serve as a guide for teachers who are interested in exploring the field of innovation and as a reference for the management of educational organizations to produce and encourage the involvement of more innovative teachers as innovation generators. Hence, the need for this study is very relevant and coincidentally able to promote culture of innovation among Arabic language teachers specifically and all teachers in general.

#### **4.Objectives of The Study**

Generally, this study aims to explore the phenomenon of Arabic Language Primary School Innovative Teachers (ALPSIT) in terms of practice in the form of case studies to be used as references and guidance of various parties. In particular, there are four main objectives that are focused on the study:

- Explore the motivational factors that give a boost to the Arabic Language Primary School Innovative Teachers to innovate.
- Explore the innovation process for applications in Arabic TnL as a second language.
- Exploring the problems faced by Arabic Language Primary School Innovative Teachers in implementing TnL innovation.
- Explore strategies used to overcome the problems faced in innovating.

#### **5.Study Questions**

- What are the factors that drive Arabic Language Primary School Innovative Teachers to innovate?
- How does the innovation process occur for applications in teaching and learning Arabic as a second language?
- What are the problems faced by Arabic Language Primary School Innovative Teachers in innovating?
- What strategies are used to overcome every problem in innovating?

#### **6.Methodology**

The study used a qualitative approach with the design of a single case study of various locations (multisite). Therefore, explanations related to study participants, data collection methods, data analysis, validity and reliability of the study will be elaborated in the sub-topics below.

##### **6.1. Participants**

Three participants were selected among primary school Arabic language teachers based on their involvement in the production of innovation for application purposes in teaching and learning (TnL) of Arabic as the second language. The use of the purposive sampling method is intended to obtain the required information in greater depth with regards to the phenomenon or cases studied. Although the findings from the study using non-probability sampling were not represented specific populations but

it could at least be used as a reference on the field of study (Aripin et al., 2014; Wimmer & Dominick 1997).

This study of Arabic Language Primary School Innovative Teachers uses criteria-based sampling strategies by choosing a study sample that has criteria as an innovative teacher. Three selected study participants were found to meet the specified criteria for which all three were Arabic language option teachers in primary schools, teaching Arabic subjects in timetables and produced innovations either in the form of materials, techniques, methods or strategies for the purpose of improving the Arabic TnL. In fact, reputational case selection strategy was also used when participants selected among primary school Arabic language teachers were obtained through recommendations of experts or key informants comprising officers of the Arabic Language Unit at the Curriculum Development Division, Ministry of Education, officers of Innovation and Technology Division, Ministry of Education, National Key Coach for primary school Arabic subjects, Negeri Sembilan Education Department, Pahang and Sarawak. The proposed nomination of the participant's name is obtained through an application for proposal or formal interview.

## 6.2. Data Collection Instruments

This study used three main methods of data collection i.e; in-depth interviews, analysis of audio-visual materials and document analysis. The interview method was used to disclose the study participants' point of view in matters that could not be observed or interpreted themselves by researchers (Merriam & Tisdell 2016). In innovation practice, the researchers are necessarily unable to observe the entire process of innovation consisting of various phases of action and requires a certain period of time that is beyond the limitations of the study hours. This kind of thing can only be verbally described by the study participants to the researchers through interviews. Hence, the best qualitative data collection techniques are conducted via interviews throughout the study (Merriam & Tisdell 2016). Researchers conducted face-to-face interviews either by real encounter at the study location or face-to-face interviews online using interview protocols contained several semi-structured questions. Online face-to-face interviews were conducted during the advanced data collection process with the second participant of the study and the informant of the second participant because of the conflicting distance between the researchers and the study participants. Online interviews are done using the Whatsapp Video app by recording the phone screen in real time and even voice recording of an interview using a voice recorder. According to Merriam & Tisdell (2016), the existence of the internet has changed the world and enabled an interview to be implemented online using various forms of information and communication technology (ICT) and various types of communication hardware based on computers as the main medium.

While the use of data from audio-visual material analysis is a form of new method data collection that appears in line with the digital age (Creswell & Poth 2018). The audio-visual materials used in this study are in the form of photography either directly obtained during the data collection process at the study location or contributed by the study participants. The same is stated in the form of video recordings of teaching and learning in Arabic classes voluntarily contributed by the study participants as supportive data to the researchers' findings. Researchers also obtained data from social media such as TnL reflection posts shared by study participants via Facebook accounts, sharing of innovation materials or any important data that researchers met in other social media apps by performing screen

shots to verify findings from different sources. Meanwhile, data collection through document evidence involves several types of documents particularly written documents such as school magazines or bulletins, teacher's record book, textbooks, innovation papers, innovational analysis records, certificates, education department circular letters, pupil's records of assessment and evaluation, activity checklists, innovation materials etc.

### **6.3. Data Analysis**

In this study, several activities were carried out for the purpose of data analysis. Among them, are transcription processes based on verbatim data, data screening, theme building, theme coding and results display. The researchers used the Atlas-Ti 8 and Channel Telegram software as aids for managing research data. Through the use of this software, researchers find that the task of processing and forming themes becomes easier and systematic. The thematic analysis method is applied by doing several phases of processes that are flexible and not only in linear order i.e. familiarizing themselves with data, generating prefix codes, building themes, checking themes built, defining and refining themes and producing themes finding reports (**Clarke & Braun 2014**).

### **6.4. Validity and Reliability**

This study is believed to have high validity as all the finding themes obtained are supported by evidence from various sources. Researchers have sought to improve the internal validity of this study by implementing triangulation between data by interviewing individually several participants for different information as well as collecting data from different data collection methods i.e. audio-visual materials and documents other than interview sources. Besides that, the cooperation of the study participants was also obtained to examine the interpretive findings built by the researchers to be accurate and appropriate through the examination activities of the study participants (member checking). Peer examination cooperation is also grabbed to comment on the findings from time to time. In addition, the repeated implementation of interviews, creating a collaborative and participative research mode by engaging study participants in each phase of the study until the end, and overcoming the researchers' bias by stating the explanations for each assumption and opinion submitted (**Lebar 2017**).

To ensure consistency of the study's reliability, the researchers gave a complete explanation of the stance, assumptions and theories used to underlie the study, a stance on the criteria of innovative teachers, the reason for the selection of study participants and descriptions of the study location (**Merriam & Tisdell 2016**). Researchers also implemented several types of triangulations in the study and obtained the Kappa's consent value to ensure the consistency and reliability of the study (**Merriam & Tisdell 2016; Lebar 2017; Guion 2002**). The consensus value count of three values from three experts who specialize in the field of qualitative studies shows that the value obtained is 0.78 which refers to the high level of consent indicator (**Wiersma et al., 2000**). While the use of data from audio-visual material analysis is a form of new method data collection that appears in line with the digital age (**Creswell & Poth 2018**). The audio-visual materials used in this study are in the form of photography either directly obtained during the data collection process at the study location or contributed by the study participants.

## 7. Findings

The explanation of the findings from the study of Arabic Language Primary School Innovative Teachers (ALPSIT) Practice is divided into four main parts: 1) Determinant Factors of Innovation; 2) Innovation Processes for Teaching and Learning Applications; 3) Problems Faced in Innovating and 4) Innovation Problem Solving Strategies. Explanations for each section are reported in several sub-titles.

### 7.1. Determinant Factors of Innovation

The encouragement factor in innovation in this study refers to aspects that are the encouragement and stimulant to encourage Arabic Language Primary School Innovative Teachers in their innovation efforts. Overall, researchers found that there are 5 main themes identified based on the results of the study, of which three of them are found in literature highlights of the study namely: 1) Self-Individual factors; 2) Organizational factors; 3) External organizational factors; 4) Pupil factors; and 5) Religious factors. Each of these themes will be described in sub-titles according to priority arrangements beginning with the theme that most arises in the result of analysis until the less that is to begin individual self-factors, pupil factors, religious factors, organizational factors and external organization.

#### *Factor of self-individual*

Based on the results of the study analysis, researchers found that the frequency of themes arising in the factors of innovation encouragements was related to the individual factors of ALPSIT. Among the main themes that appear to be related to individual self-factors as a force of innovation are: i) the presence of the willpower and desire to innovate, ii) there are goals related to innovation and, iii) there is motivation in innovation. The finding descriptions found are as follows:

#### **a-There is the willpower and desire to innovate**

Arabic Language Primary School Innovative Teachers were identified to be involved in TnL innovation for the purpose of increasing the achievement of Arabic TnL as the second language on the strongest encouragement of their own will as the following statements, “*(in innovating) self-indulgence, self-willpower... own self*” (D4: TB1ALPSIT2201218) and “*I really do love it...*” (D7: TB1ALPSIT3301218).

ALPSIT's involvement in innovation is on its own will and desire. This is supported by the following information statements:

*“He's got into an innovation competition getting to the state level.... this year I sent two. One Arabic language, one English... in terms of the production of aids teaching... He volunteered... which for English is, I pointed it out”*

(D14: TB14160719)

Therefore, will and desire is one of the important motivating factors in moving a person to a practice. As the proverb often says: Where there is a will there is a way. Hence, willpower is one of the important factors in mobilizing a person against a practice.

### **b-There are goals related to innovation**

Based on the findings, ALPSIT's innovative behavior is also driven by the factors that there are goals grown in themselves regarding their involvement in TnL innovation. These goals are set in the form of target achievements as follows:

*“...when 2015 starts, every year, I will produce one innovation research. I targeted that for every year... my KPI (key performance index), must have one research and to be presented at the national level...”*

(D4: TB1ALPSIT2201218)

In fact, the findings indicate that ALPSIT is also motivated to innovate because of its self-goal of making innovation work as a field of adding knowledge and self-skills such as the statement below:

*“Firstly, because of knowledge. If not that (because of innovation matters) we will be stagnant...I like improving knowledge”*

(D2: TB1ALPSIT1191218)

The self-goal of changing is also an encouragement that stimulates ALPSIT to innovate, *“I'll change phases. I don't want the same phase”* (D4: TB1ALPSIT2201218) and, *“...We must not stay at the same level...we need to come out with something that makes us of value”* (D2: TB1ALPSIT1191218).

The same goes for the goal of benefiting others by innovating as follows, *“Yes... intention to help friends... That's the sharing of the idea...”* (D7: TB1ALPSIT3301218). The ALPSIT studied were also motivated to innovate in Arabic as a second language because they had specific and clear goals relating to the subject field. Among them is their desire to highlight Arabic as an important subject on par with other subjects and acceptable to everyone. This is shown in the following statements:

*“...he (the student) can't see that the thing is (the Arabic language is important) Eh, it's alright. It's not that important... Ha, so... we need to prevent that (through innovation)”*

(D2: TB1ALPSIT1191218))

*“...(Innovation) so that the Arabic language can be accepted by all walks of society...”*

(D7: TB1ALPSIT3301218)

ALPSIT is also seen as having a goal on Arabic subjects in terms of role empowerment and demonstration of the ability and prowess of Arabic teachers compared to other subject teachers with innovative behaviors such as quotes below:

*“Yes. We as Arabic language teachers, let us be different with others as other people are able to accept Arabic language well in school, as on the outside. How? The teacher must create innovation”*

(D7: TB1ALPSIT3301218)



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There are specific self-related goals or subject-related goals that have encouraged Arabic Language Primary School Innovative Teachers to be able to bear innovative behavior for the purpose of improving their TnL performance.

### **c-There's motivation of innovation**

Motivation is also the most important self-factor that encourages ALPSIT to innovate. This encouragement is either due to the positive feelings born of themselves called intrinsic motivation such as self-satisfaction or motivation driven by external factors i.e. extrinsic motivations such as recognition and challenges from other individuals. Informants in this study support the findings that the motivation and enthusiasm of ALPSIT self-sourced by internal or external factors has prompted them to remain optimistic in their efforts to innovate as follows:

*“So, when he succeeded in the TnL he carried out using his own innovations, he was again enthusiastic. Meaning after a breakthrough he will think for his next success. So, he was very optimistic in his assignment to develop the pupils....”*

(D13: TBI3080719)

From the aspect of intrinsic motivation, it was found that the ALPSIT studied had a very strong internal impulse. Many repetitions of the theme are related to self-satisfaction as an innovation encouragement. Among them are:

*“The prominent factor (innovation) is... self-satisfaction. The satisfaction is when the student gets it. ...especially the pupils from the low performance class. When they get it, I feel like ‘winning the lottery”*

(D2: TB1ALPSIT1191218)

From the aspect of extrinsic motivation is as follows:

*“... first the recognition starts, and after that, congratulations, and on with the excellence... the other teachers will start congratulating... like that is motivation to us...”*

(D4: TB1ALPSIT2201218)

*“District Education Officer (PPD) once came to my school, he challenged me, I did an Arabic language course, and Internationalization of Arabic Education to Brunei ... SMK ZZZ... their result of Arabic is bad. Less marks. After that, he said: you have made a program to go to Brunei, how SK SSS can help the school (SMK ZZZ)?”*

(D4:TB1ALPSIT2201218)

Hence, the motivational aspect of either intrinsic or extrinsic is the most important driver factor that is a re-possessor and a repellent that can foster continuous innovation efforts among teachers especially for the purpose of second language acquisition such as Arabic for the improvement of TnL quality.

### ***Pupil factor***

The results of the study also show that the force to innovate among ALPSIT is also greatly contributed by the factor of pupils. The ALPSIT studied constantly places the importance of pupils as their priority. Thus, every innovation effort is carried out more focused on the objective of overcoming pupils' problems in Arabic learning. Among them are the aspects of: i) pupil's proficiency, ii) pupil's motivation, iii) perception and attitude as well as iv) pupil's needs. The description is as follows:

#### **a-Pupil's proficiency aspect**

The findings of the study show that all Innovative Arabic Language Teachers in primary school place aspects of student proficiency as an incentive for them to innovate and among them are in terms of achieving learning objectives as stated below:

*“(Innovation) is to achieve objectives..., at least they can master it (the lesson)”*

(D8: TB2ALPSIT3080719)

#### **b-Pupil's motivation aspect**

The motivation of the pupils intended is related to the pleasure of pupils to learn, the pupil's attention to teacher teaching, the sense of waiting, excitement and enthusiasm shown by them in learning. For example, the encouragement from the excitement of pupils is shown through the following statements:

*“(Innovation) to produce TnL that is more relax and fun... means as, the fun is present during the learning...”*

(D3: TB2ALPSIT1160719)

#### **c-Aspects of pupil's perception and attitude**

This aspect covers the views of pupils about learning Arabic, their attitude that is interested or not to learn as well as the urge to overcome the lazy attitude of pupils in learning. For example, the encouragement to develop an interest in learning Arabic can be seen through the statement below:

*“...using new innovations during new lessons during teaching is to attract pupils' interest in Arabic subjects. I believe when we like things (subjects) we will pay full attention to the matter (learning session)”*

(D6: TB2ALPSIT2011119)

#### **d-Pupil's needs aspects**

The requirements intended are the needs of pupils to activate, the needs of different levels of pupils, the level of mastery and different styles of learning of pupils are shown such as the following quotes:

*“...there are pupils who prefer audio visual, visuals, there are who prefer kinesthetic and their own way of learning. That is all the things that we use for our innovation. When audio, there are ought to listen. When visuals, there are ought to look at...”*

(D2: TB1ALPSIT1191218)

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### **Religious factor**

Religious factor encouragement was found to occur in the form of ALPSIT intentions to implement TnL innovation as i) Charitable Donations; ii) Worship Practice; iii) Upholding Religious 'Izzah (Nobility and Dignity). A more detailed description is as follows:

#### **a-Innovation as a charity**

ALPSIT's innovation efforts in teaching and learning are driven by the intention of making it a charitable donation. This is shown through the statement below:

*"I hope that the equipment (innovation) will have its benefits prolonged continuously. Means that if other people would like to edit them for that, it's up to them then.... Just give it as charity then..."*

(D2: TB1ALPSIT1191218)

#### **b- Innovation as a worship practice (Ibadah)**

ALPSIT is motivated to innovate particularly for the purpose of increasing the quality TnL as the assumptions placed on the works are also a form of worship as stated in the following statements, "...ha, make it (innovation) as a worship practice..." (D4: TB1ALPSIT2201218),

*"...ha... plant it in the heart, we are working, to earn sustenance. So, we do what we can until the end. We accounted the work we do (innovation) is like worshipping Allah."*

(D4:TB1ALPSIT2201218)

#### **c- Innovation for 'izzah (upholding the nobility and dignity) in religion**

For ALPSIT, when Muslim teachers especially religious teachers and Arabic language teachers do things of kindness and greatness by innovating will also bring the image and good name of the religion together. The same goes for the opposite, as the following statements:

*"Because people will connect us with religion. We as religion teachers, means that we do not want to be looked at as frivolous. That is what we need to take care of. When we work, that is what we bring with us (in the name of religion)"*

(D2: TB1ALPSIT1191218)

### **Organizational factor**

The findings indicate that the organization also holds a role in moving the urge to innovate among ALPSIT. However, the form of encouragement identified in the situation of this study is indirect. For example, encouragement in the form of motivation and encouragement, moral support and cooperation. There is no financial assistance, provision and innovation work team specifically given for innovation. The description of the organization's encouragement factor is as follows:

#### **a-Motivational inducement and encouragement**

The motivation and encouragement given to ALPSIT is acknowledged by the Informant as stated below:

*“...he (the principal) said, “I am very encouraging if the teachers are interested in (making innovation)”*

(D13: TB1ALPSIT3080719)

### **b-Encouragement in the form of moral support**

Among the organizational encouragement factors against ALPSIT in innovation are also psychological support from school administrators such as the following quotes:

*“In Sya Allah, I receive a lot of support many times from them (to participate in the innovation).”*

(D8: TB2ALPSIT3080719)

### **c-Encouragement in the form of cooperation**

The cooperation of the organization's administrators as an aspect of ALPSIT's encouragement in innovation can be seen in various themes. Among them is the cooperation of giving engagement permissions that can be seen through the following quotes:

*“...aaa there are financial aspect? I don't think so. But they do give us ample time and excuse us when we want to make the (innovation)... No allocation of money. They only ease us on the excuse pass... The authorization of the excuse pass (to make the innovation matter)”*

(D4: TB1ALPSIT2201218)

### ***External organizational factor***

There are several sources of external organizational impetus in the practice of ALPSIT identified from this study such as Parent and Teacher Association financial support, family support and support from real world friends or social media. For example, family support in terms of praying and giving motivation in innovation even indirectly, is shown through the following statement:

*“... when I have problems, I seem to want to be fed up or give up, haa, she (mother) said, 'it's okay yes, pray again '. Ha ... she raised my spirits... All for support... Family members help a lot”*

(D4: TB1ALPSIT2201218)

## **7.2. Innovation Processes for Teaching and Learning Applications**

The innovation process intended in this study is a sequence of events that are well-managed and involve certain measures carried out by ALPSIT in the implementation of innovations for teaching and learning purposes. Based on the results of the study analysis, it is formulated that there are four major themes identified and each theme represents the phases in the implementation of innovation namely: 1) First Phase: Innovation Planning, 2) Second Phase: Development of Innovation, 3) Third Phase:

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Application of Innovation for TnL Purposes and 4) Fourth Phase: Dissemination of Innovation. Each of these themes will be discussed more specifically according to the categories of themes obtained through the study findings.

### ***First phase: Innovation planning***

Successful innovation should be implemented in a well-planned and planned manner. There are several processes of innovation in this phase which were found to be implemented by ALPSIT for implementation in Arabic TnL as the second language:

#### **a-Idea generation**

The generation of ideas is a process in which ALPSIT issues and thinks about the ideas that it feels appropriate for innovation to begin by finding problems in TnL processes, thinking about problem-solving ideas from various sources, imagining the ideas until the draft ideas are produced such as the following statement:

*“Teachers when they want to create something, it must be based on something (problem) that had happened... Not just under the pretense of making the education just for fun, it must have a prime factor that happened”*

(D1: TB1ALPSIT1191218)

*“...I usually thought of something, I instantly draft it first... It takes time, we need to write it first (draft). Okay, we want to do this... Need to have this content... Ha, instantly draft it in the computer...”*

(D7: TB1ALPSIT3301218)

#### **b-Activity planning of ideas**

Once material ideas are obtained, ALPSIT will plan activities for applications in teaching and learning. Planning of this activity is not only in terms of the way of TnL assessment in the classroom but also in terms of management of the TnL. This can be seen in the following study participants' statements:

*“(What type of games can be embedded?) the night before the lesson, we thought of that (activities)..”*

(D4: TB1ALPSIT2201218)

#### **c-Negotiation and evaluation of planning**

The third aspect of the innovation planning phase is to negotiate and evaluate the idea of innovation and activity planned whether it has taken into account a number of key elements to ensure its suitability for applications in TnL. Among the aspects that need to be assessed is the suitability of innovation with self-capability, appropriateness to the content that you want to teach, timely suitability, suitability with student aspects and the application of current educational policy. The following statement indicates the evaluation process that occurs:

*“... we evaluate all of those things. The first one is time management...”*

(D7: TB1ALPSIT3301218)

*“...for example, like the 4th level, I used 21st century learning strategy. The 4th level of Year 5, I did a gallery walk... it has been ‘set up’ ... 21st century learning strategy is what I implicated. For example, when teaching the topic of building. The pupils will do a project-based learning. They will build buildings...”*

(D4: TB1ALPSIT2201218)

The word ‘set up’ by ALPSIT 2 indicating that this aspect of application has indeed been set during the planning stages of his gamification activities innovation planning before being applied to the TnL.

### ***Second phase: Obtainable development of innovation***

Innovation development is a stage for the production of innovation by ALPSIT. Based on the findings of the study, there is no uniform specific steps among ALPSIT in producing and developing innovation due to the different forms of innovation. There are innovations in the form of materials, and some are in the form of techniques, there which steps and ways of creating are definitely different. Concrete materials (*maujud* materials) are usually constructed by hand creativity, and technology-based materials are also produced using technology such as the following ALPSIT statements:

*“My free time, if there are things that I can do by hand then I will do it by hand. Means if technology is needed, then we shall use technology...”*

(D7: TB1ALPSIT3301218)

However, there are also materials that need to use both skills i.e. the use of computers for the design of its interface, and then requires hand creativity to form them into concrete material as planned. For example, a game board innovation certainly requires computer skills to design its graphic objects and then hand skills to form them into a huge game board. While innovations in the form of techniques such as gamification techniques are definitely started by preparing the materials and subsequently incorporating the game elements as follows:

*“... ..I made boxes... and then I wrapped them, and I would put a ball in the box.. After that I would put numbers on the ball and paste it. And then, we embed the game activities technique in them...”*

(D4: TB1ALPSIT2201218)

Thus, in the construction phase, ALPSIT innovation is found to have diverse forms and characteristics and must be obtained through certain measures in its production that are not uniform and varies according to the form of innovation generated.

### ***Third phase: Application of innovation***

In the application phase of innovation, there are several processes of innovation action identified from ALPSIT practices namely:

### **a-Validation and verification**

This activity is done by testing the use of newly produced innovations or techniques. At this stage, the study participants usually seek the views of colleagues or innovation partners with testing the running of materials at the initial stage to see their usability.

### **b-Teaching and learning application**

After making verification of the material or innovation techniques produced, the study participants implemented it in the process of teaching and learning Arabic language and applied it against pupils to see their effectiveness. This is stated by the study participants as follows:

*“Innovation will be tested to the pupils. If it is proven effective, it will be implemented until the years to come...”*

(D6: TB2ALPSIT2011119)

*‘...do they have progress or not with these pupils. Ha, let's try and test them... because we want to see the effectiveness of it...’*

(D2: TB1ALPSIT1191218)

### **c-Suitability assessment**

Once innovative materials or techniques are applied in TnL, ALPSIT will reflect on the results of the implementation and effectiveness of the use of such materials or techniques in pupils. This is shown via the quote below:

*“The last 5 minutes, we get to see if the pupils understand them or not. Whether our method is working or not, or if the pupils' progress increased or not... and then after that we will see if the games are suitable enough to achieve the content”*

(D4: TB1ALPSIT2201218)

### **d-Improvement of innovation**

Based on the suitability assessment made either through observation or the results of the evaluation of activities in TnL, if ALPSIT finds that there are still shortcomings in terms of the use of materials or techniques or in terms of effectiveness, improvements are made. This is explained as follows:

*“(I discovered the pupils) are still wrong. That is why (I improve) ... Yes. It is not always successful, no... improvements are always happening. Have to modify again, update, to produce new innovations. Should be like that...”*

(D3: TB2ALPSIT1160719)

### **e-Impact analysis**

The final action process in the implementation and application phase is to conduct the analysis of findings on the effectiveness of using innovation product through comparison of the data of achievements before and after its application as follows:

*“...I measured their exam results for instance, 2016, final year exam results, they are taught by other teachers, after that, I will observe the year that I teach, mid-year and final year. I observed whether there is progress or not... ha, the current score... ha, I found the difference”*

(D4: TB1ALPSIT2201218)

Sources of analysis data are obtained either through observation, work results or written tests performed against pupils.

#### ***Fourth phase: Dissemination of innovation***

The dissemination phase occurs when ALPSIT have come to believe that the materials or techniques they innovate are effective and beneficial for improving student learning. Dissemination is the sharing and dissemination of material ideas and techniques, or copies of materials provided for use by fellow teachers or other parties who need to use them in implementing TnL. There are two forms of dissemination that can be formulated from the practice of ALPSIT, namely:

##### **a-Voluntary and free sharing**

This form of sharing is implemented at the internal level of the organization as well as to public. This can be seen through the statement below:

*“...in the Panitia committee meeting... I will share (related to innovation) officially...”*

(D2: TB1ALPSIT1191218)

*“...I started sharing on Facebook... if it is like slides then it is for pictures, Power Point is for picture cards and words, the labelling is for games (to be shared to public viewers)”*

(D4: TB1ALPSIT2201218)

##### **b-Commercialization of innovation**

Based on the findings of ALPSIT practices, it is found that the dissemination also occurs commercially through publication and sale. However, the commercialization of the innovation products is only for some ALPSIT products for their difficulty in producing them, time and energy with the aim of so that the materials produced can be disseminated more widely or obtain funds for the benefit of pupils such as the following acknowledgement:

*“When I make this (innovation) quite frankly, it is hard for me to sell them. Because when I produced it, it does not go to my own pockets. It is like donating... benefit for the pupils, I thought of it as donations... truly I say there is none (profit)...”*

(D7: TB1ALPSIT3301218)

Summed up from the findings that the phase of the dissemination of ALPSIT innovation occurred a lot in voluntary and free sharing.



### 7.3. Problems Faced in Innovating

The findings indicate the view of ALPSIT that innovation is not an easy process as follows:

*“...yes... to produce the innovation is not that simple... people say that from the aspect of challenges is that the teachers need to have passion themselves...”*

(D7: TB1ALPSIT3301218)

Some of the problems faced by the study participants in the implementation of Arabic language teaching and learning innovations as the second language are:

#### ***Individual problems***

Self-problems refer to the problems faced by ALPSIT in innovating related to self-aspects. These problems are the case of less skill, loss of motivation in innovation and time constraints such as the following statements of study participants:

*“There are things that we do not know. I... myself lack the art of using computer graphic skills... I am very much at zero...”*

(D2: TB1ALPSIT1191218)

*“... to produce this innovation... from the challenge aspect... is tired, sometimes unwell, it's a hefty to think about it...”*

(D7:TB1ALPSIT3301218)

#### ***Organizational problems***

Organizational problems are problems caused by factors in the organization that have a negative impact on ALPSIT's motivation in innovation. Among the problems are the problem of the negative attitude of colleagues, cost support problems, lack of specific encouragement of the administrators and the moderate culture of innovation in organization. This can be identified from some of the following study participants' statements:

*“I have point it out (the innovation idea) for the Science subject before but he or she may not have seen it... it is not reciprocated...”*

(D2: TB1ALPSIT1191218)

#### ***Subject aspect problems***

Not all aspects of Arabic learning can be innovated such as *Sama'iyy*-based Arabic Language words which is based on the method of pronunciation heard from oral Arabic natives. Similarly, there are Arabic language skills that are difficult to innovate and the syllabus of teaching and learning of this second language also seems quite high for primary school pupils. This is stated by the study participants as follows:

*“... Because how are supposed to think of a method... when there is Ustaz who told: Do not teach the Haza-Hazihi (Pointed Words in Arabic) for paired body parts as Hazihi. We can't do it like that...”*

(D7: TB1ALPSIT3301218)

### ***Technical problems***

The technical problems in this study are problems faced by ALPSIT during the innovation process either related to planning, development or application. The technical problems faced by ALPSIT throughout the implementation of innovation are the following instances, including technological problems, application problems and management time problems such as explanations below:

*“... if the computer (not functional) I will be depressed, and inactive.”*

(D7: TB1ALPSIT3301218)

*“...there has been a year I only did (gamification activities) for the last class. Low Upper-Level students, maybe they have grown now, did not receive what I intend to teach them. If it reaches to the point where the pupils do not remember. Ha, still unable to get it... so it means that they do not understand the concept then...”*

(D4: TB1ALPSIT2201218)

### **7.4. Problem Solving Strategies in TnL Innovation**

The strategy intended is the strategy done by ALPSIT in overcoming the problems faced in innovating individually. Among the strategies identified as ALPSIT practices to overcome the problems they face in innovation are:

#### ***Individual strategy***

Self-strategies refer to strategies made by ALPSIT to overcome self-problems in innovation, including self-skills strategies, motivational strategies and time strategies. This is identified from the following study participants' statements:

*“...study. I was once zero back then. A total zero. Explore then. Whatever it is, you need to explore...”*

(D8: TB2ALPSIT3080719)

*“Emm because I'm jealous maybe... Jealous that other people have reached it. I want to be like other people too (in innovation) ...”*

(D2: TB1ALPSIT2201218)

#### ***Organizational strategy***

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The organizational strategy refers to the strategy done by ALPSIT to overcome the problems that arise in organizations in doing innovation. Among the strategies identified as ALPSIT practices are prudent communication (Hikmah), alternative cost strategies and the strengthening of self-factors. These themes are found in several research participants' statements of the study:

*"We appreciate them all (colleagues). If he is good, then I would praise him in front of other teachers that he is good"*

(D4: TB1ALPSIT22012218)

*"My innovation ideas are usually from simple things, thrown out things, that people would say that the cost requires less..."*

(D3: TB2ALPSIT1160719)

### **Subject-related strategy**

The subject's strategy is related to self-methods at ALPSIT overcoming subject-related problems in innovation. Among the ALPSIT practices in subject strategies are the use of lightweight alternative methods to overcome unmethodical language problems, topic-based and skill-focused innovations, emphasis on *Wazifi* grammar (simple functional grammar) and *Ghayr Mubasyarah* (indirect approach) to overcome difficult language skills problems and selected content strategies to overcome syllabus problems This was identified in several statements of study participants, among them:

*"... it's just that when we use Haza and Hazihi (pointed words in Arabic) we only point it out as it is the Wazifi grammar (simple and easy functional grammar). Means that it does not need to be too deep, might confused the pupils... Cannot be methodical"*

(D3: TB2ALPSIT1160719)

*"...That is why I said that not everything in the textbook we need to teach..."*

(D7: TB1ALPSIT3301218)

### **Technical strategy**

Technical strategies refer to strategies performed by ALPSIT in overcoming technical aspects in the development processes or innovation applications. Among the technical strategies adopted by ALPSIT are technological strategies, new innovation strategies and management strategies as stated as below:

*"I saved it in a lot of places... in Google, I also put it in my Google Drive... Kept everything..."*

(D7: TB1ALPSIT3301218)

*"... (pupils) do not get anything that we taught them (when we used games). So, I make stations... the words, whoever gets it, that person will be the station person. The pupils who can't answer, they need to be the train. It's actually only a practice. But in a fun way. That is why I used the station method..."*

(D4: TB1ALPSIT2201218)

## 8. Discussion

From the aspect of innovation drive, previous models related to innovative behavior determinants have presented the strength of the organizational impact on teacher's behavior (**Thurlings 2015; Scott & Bruce 1994; Jong & Kemp 2003; Udwadia 1990; Damanpour 1991**). However, this study shows that the individual self-factor is the strongest factor that can influence the innovative behavior of an individual teacher and this finding is also supported by several other studies (**Zainal & Matore 2019; Hero & Lindfors 2019; Thurlings 2015; Baldrige & Burnham 1975; Damanpour 1991; Said & Taha 2010; Udwadia 1990**). This study found that the driving force of innovation among Arabic Language Primary School Innovative Teachers in second language acquisition such as Arabic is coming from the teacher himself and then supported by other factors. The elements of willpower and self-desire can be the main encouragement for someone in innovative behavior. Willpower and desire are a type of thought situation that is formed in the setting of the mind in the form of motivation that can lead to actions against a conduct including innovative behavior (**Westermann 2019; Perugini & Bagozzi 2001**). When a person is instructed by an organization administrator to implement innovation in teaching and learning in the classroom without his will, such innovation actions have not yet been able to occur. If the innovation can be done successfully, the practice is difficult to happen consistently and continuously. On the other hand, the task was done only because it felt compelled. Only those with high will and strong desire are able to achieve success and rise from disappointment and failure.

There are specific goals related to TnL innovation either on self-achievement targets or related subject interests as well as playing the role of individual innovative teachers in promoting innovation in TnL. Goal-based innovation practices have significant relationships with the potential to achieve success (**Montani et al., 2017; Ames & Archer 1988**). The findings indicate that ALPSIT's innovative behavior is driven by the existence of intrinsic and extrinsic motivation, yet intrinsic factors were found to be more dominating due to the very strong internal encouragement in line with the **Udwadia study model (1990)** and **Amabile (1988)**. Motivation is an inducement to move a person individually or in groups towards a behavior and in the context of this study is the motivation for solving the problems of Arabic TnL as a second language through innovation (**Ismail et al., 2020; Hamid et al., 2007; Said & Taha 2010; Reeve 2009**).

Besides individual personal factors, student factors and religious factors also contribute to the encouragement to innovate in TnL for the purpose of Arabic language. The TnL model, which was precursor by **Dunkin and Biddle (1974)** stated that the pupil's aspects were one of the most important elements of effective teaching and learning apart from teacher and classroom factors (**Joyce & Calhoun 2016**). In fact, several scholars in the field of Arabic education also recommend guidelines for the selection of innovative teaching methods to be applied in Arabic TnL. Among them are the methods of teaching that correspond to the level of thought and age of pupils as well as taking into account each characteristic of pupils individually (**Ramli 2017; Al-Kilani & Iyad 1986; Tu'aymah 1986**). Hence, pupils need to be the main driver factor for a teacher who implements teaching and learning innovations. Religious factors were found to influence the lifestyle, attitude and even human behavior of life (**Briliana & Mursito 2017; Pettinger et al., 2004; Delener 1994**) included innovation practices. ALPSIT in this study placed their mindset that practicing with innovation for the purpose of improving the quality of teaching and solving pupils' learning problems in Arabic language TnL is a form of worship (Ibadah) in the Fardhu Kifayah category. The rules of worship implementation are to

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ensure that the goals are correct only because of Allah SWT (**Ithnan & Rosdi 2017**). Thus, innovation behavior should also be driven by this goal. The responsibility to uphold the dignity of Islamic religion also influenced ALPSIT 's attitude to incline to implement innovation. The improvement in the self-quality of a Muslim individual can avoid negative impressions on Islam and eliminate negative understanding of Islam and its ummah (**Ibrahim 2014**). Although there are studies showing that religious elements are found to have a negative impact on an individual's innovative behavior (**Mansori 2012; Im et al., 2003; 2007; Steenkamp & Gielens 2003**), however many studies have proven that innovation is encouraged in Islam (**Sulaiman et al., 2015; Sarkam et al., 2018; Maqsood & Waris 2010; Ismail et al., 2018**). Even the practice of innovation in the implementation of Arabic Language TnL is deemed to serve the religion itself in the best way possible because Arabic is the language to execute religion in practice perfectly (**Bakar et al., 2010**).

In terms of the innovation process, there are inconsistencies of the theory put forward by previous scholars and differences in terms of the use of innovation-related terms (**Rogers 2010; Cumming 1998; Davis et al., 1982; Couger 1995; Utterback 1970**). For example, the use of commercialization phase terms such as theory presented in economics and businesses is found to be less suitable for teaching and learning innovation practices (**Rogers 2010**). Hence, this study summarized that the innovation process in The Arabic Language Primary School Innovative Teachers Practice consists of four phases namely: First Phase: Innovation Planning, Second Phase: Development of Innovation, Third Phase: Application of Innovation for TnL purposes, and Fourth Phase: Dissemination of Innovation. The categorization of these four phases is felt relevant in the context of teacher practice as opposed to the innovation process models discussed by previous studies. This is a reconciliation effort towards the discovery of previous studies. In fact, this study also wants to suggest INOVaTIIF measures as a specific action process of innovation for the context of teacher practices consisting of several word abbreviations namely Idea Generation, Negotiation and Evaluation of Ideas, Obtainable Development of Innovation, Validation and Verification, Teaching and Learning Application, Improvement of Innovation, Impact Analysis and Free-Sharing.

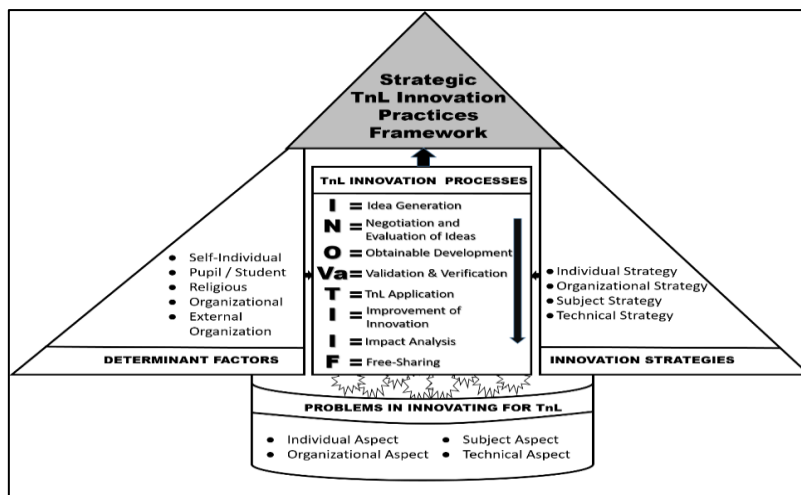
The findings of this study in innovating problems such as loss of motivation and loss of spirit are in line with the findings of several other studies (**Cvetković & Stanojević 2017; Gani et al., 2006; Lubis et al., 2011; Illias et al., 2013**). The obstacle factor of colleagues who are conservative and still feel comfortable with the traditional method practiced in most organizations. They are seen as resistant to change and do not support the efforts of teachers who want to bring other elements of technology or innovative practices in teaching (**Aldrich 2017; Cvetković & Stanojević 2017; Janssen 2003**). While problems in subject aspects such as problems in the construction of Arabic verses are still an issue not only at primary and secondary levels but also at the high level (**Ghani et al., 2019; Abdullah 2003; Samah 2012; Ramli et al., 2018**). High level syllabus at primary school especially in Low Upper Level caused teachers to also be deadlocked in finding solutions to help proficiency. The reality is that teachers at lower levels are epitomized between the high dreams of curriculum legalists and the true capabilities of pupils in learning Arabic in primary schools. Findings on technical problems especially on material handling and management time aspects were also identified in several other studies (**Illias et al., 2013a; Unggang 2008; Zanzali & Daud 2001; Saad & Ismail 2005**).

While in terms of strategies overcoming innovation problems such as lack of personal skills can be overcome by practicing the use of successful trying techniques, modification techniques, exploration

techniques and innovation staining. The use of various open sources such as web and other social media can be an effective tool to promote self-learning among teachers and pupils (Raikos & Waidyasekara 2014). All the self-skill strategies mentioned are several forms of teacher initiatives to gain the resources of knowledge and skills found in Noh et al. (2016) study. While motivational strategies through positive thinking practices are a form of encouragement in themselves that can foster one's determination towards self-change and strive to rise from failure without coercion (Abdullah 2004). The be-friended strategy with great companions is a peer modelling practice that is found to be effective in behavioral changes (Charlotte et al., 2018; Kool & Stoll 2011; Topping 1996). The organizational strategy through prudent communication is a thoughtful approach of interaction so that a negative behavior can be changed to a better one (Hamid 2017). The school's financial constraints to support in terms of innovation costs are handled by ALPSIT through alternative cost strategies such as the production of no-cost innovation or self-incurring innovation expenses in line with the attitude of an innovative individual as a generator of innovation who is willing to sacrifice and bear risks (Hero et al., 2017; Mcfadzean 2000; Udwadia 1990). The innovation problem solving strategy of subject aspects in dealing with basic and simple grammar teaching with an indirect approach is in line with the views of several other studies (Jusoh 2018; Mokhtar et al., 2017) in addition to light alternative methods and selected content strategies. Technically, new innovation strategies through material characteristic improvement are the best solutions and recommended in Fernandes et al. (2009) study. On the other hand, management strategy is one of the main sources of human skills (Abdullah et al., 2016).

Overall, based on the analysis of the study, it is concluded that innovation is not an easy matter. There needs to be an encouragement, through certain processes and need to deal with problems and challenges with a strong strategy to ensure the achievement of the planned innovation objectives, namely the increased proficiency of pupils in Arabic TnL at primary school level. The four aspects studied were intercept able and found to be very important in the practice of teacher innovation. Overall research findings on the practice of teaching and learning innovation in the second language acquisition such as Arabic, researchers formulated through the graphic design of the study conceptual framework such as Figure 1 below as guidelines for teacher innovation practices:

**Figure.1** showing the framework design of strategic teaching and learning innovation practices in second language acquisition.



## 9. Conclusion

All teachers need to innovate particularly to improve the quality of teaching and learning to help pupils to master various skills in order to be competitive globally. The claim of implementing TnL innovation against all teachers in any background of subject expertise including Arabic language education is due to a number of factors. Among them are the problems of learning pupils of varying, situations, needs, level of proficiency and pupil background vary, the objectives of the TnL that need to be achieved also vary as well as differences in the teacher's level of affordability and capabilities. Hence, all teachers in particular Arabic teachers need to innovate even on a small scale by maximizing the skills and capabilities available to themselves. Every human being has its own creativity, so there are no major obstacles to be an innovative educator. The most important thing is the availability of interest and willpower. Teachers who strive to practice innovation in teaching and learning will definitely experience a valuable experience where the counter-deputies to be enjoyed are the effectiveness and improvement of the quality of teaching and self-satisfaction. Innovation skills and ideas can be learned and explored by each teacher's individual through systematic and organized training, through reading and many other sources of knowledge and ideas resources. Research on innovation practices among teachers is still new in Malaysia, let alone in Arabic language education. It is hoped that with the pilot efforts through this study, it can be used as a guide by all parties so that the practice of teaching and learning innovation among teachers receives greater and proper attention to becoming a culture in the teacher's profession as a continuous form of teacher professionalism practice.

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